



SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

**LATE DR. HARIBHAU ADMANE ARTS AND COMMERCE
COLLEGE, SAONER**

**KAMESHWAR ROAD, SAONER DIST- NAGPUR
440090**

www.drharibhauadmanecollege.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

July 2024

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Late Dr. Haribhau Admane Arts and Commerce College Saoner was established in 1965. The college is recognized and fully aided by the Government of Maharashtra, and permanently affiliated to Rashtrasant Tukadoji Maharaj Nagpur University, Nagpur. It is also included under section 2(f) & 12(B) of the UGC Act 1956. The college can easily boast of having an experienced and dedicated teaching staff. All of them are doctorates in their respective subjects. Institute has given many meritorious students and colour-holders in various sports so far. Today, Institute is a leading centre for providing quality education and ample opportunities of exposure to students residing in and around Saoner in sports and extra-curricular activities.

It is recognized by the Govt. of Maharashtra and affiliated to Nagpur University.

Vision

Transform rural talent into professional graduates.

Mission

To impart value based quality arts and commerce education.

To provide arts and commerce education for both presonal and professional and social transfromation

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Adequate infrastructure for academic, co-curricular and extra-curricular activities Well qualified, committed staff
- Well equipped labs, departments and library
- Recognized under 2F and 12 B of UGC Act 1956
- Good number of student centric activities
- Student support to applying for scholarships
- Periodical academic and administrative audits are conducted
- MOUs with knowledge partners
- Periodic meetings of Alumni and parents
- Clean, green and ragging free campus
- Good mentoring system for the overall development of the students Soft Skills Development Programmes
- Arrangement of seminars, conferences ,workshops, field trips and industrial visits

- Excellent outreach activities conducted in the college

Institutional Weakness

- Research centre is yet to be established
- Only Arts and Commerce streams available
- Limited availability options in selection of programmes
- Faculty and student exchange programmes yet to be initiated
- Financial constraints on students for further progression to higher studies Conservative approach of the parents in sending children in college.
- Alumni is not financially strong and hence financial support is very weak
- Mandatory to follow university curriculum and examination pattern
- Limited options in choice based credit pattern

Institutional Opportunity

- Programmes in Science Stream.
- Research Centre can be developed
- To establish more number of linkages and collaborations with industries, banks and other institutes.
- Exploring different financial resources for development of the college
- Skill development for entrepreneurship
- Maximum students receive government scholarships
- Programmes in management sciences like BBA/BCA can be introduced.

Institutional Challenge

- Dropouts due to early marriages of the rural students
- Limited financial resources of the parents of the students
- Parents unwilling to send their children to college regularly due to financial constraints
- Financial constraints on rural students for education
- Lack of sufficient public transport facilities for the students
- Limited placement options due to conventional courses and curriculum.
- Providing skill based education through conventional curriculum and affiliation system

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

- The teaching-learning activities in the college are student-centred. Curriculum delivery and academic planning is systematically managed through the hierarchical and decentralized administrative set up. The principal prepares the academic calendar in consultation with all teachers of the college which includes the action plan for teaching, learning, evaluation, co-curricular and extension activities in alignment with affiliating university curriculum.
- Regular meetings of the heads of departments and faculty members with the Principal are conducted to

plan and discuss the course of action and strategies to be followed for effective curriculum delivery and implementation.

- Apart from complying with the academic schedule of the university, the institution has evolved its own itinerary that embodies curricular, co-curricular and extra-curricular pursuits for every semester. The institution follows a semester pattern adhering to the Choice Based Credit System.
- Value added and certificate courses further cater to the needs of students for skill-based education. Faculty also keep in touch with members of the board of studies in suggesting the revisions in syllabus. They send their suggestions to the members of the board of studies. The syllabus of the programmes is designed by the affiliating university. However, teachers design the syllabus for the certificate value added courses conducted in the college.
- In order to integrate and promote cross-cutting issues relevant to gender, environment and sustainability, human values and professional ethics, mandatory foundation courses such as Indian Constitution and Human Rights, Environment and Public Health, Science and Society, Culture and Diversity have been introduced by the affiliating university as non-core papers. These enhance professional competencies and inculcate gender, human values and environment sensitivity, thereby leading to the holistic development of the students.
- The feedback of students on curriculum, teachers and facilities is collected, analysed and the necessary changes are made on the basis of the feedback.

Teaching-learning and Evaluation

- The college follows the admission process in accordance with the RTM Nagpur University guidelines. The college prepares an Academic Calendar as per the Academic Calendar of the University and teachers prepare a teaching plan for effective delivery of curriculum.
- The college has a well-defined admission policy which is inclusive of reservation guidelines as per the Maharashtra State Government Policy.
- Affiliating university norms and state competent authority are respected for the admission of students from various reserved categories.
- The methodology of teaching is designed to meet the different needs of learners from diverse socio-economic backgrounds and the different objectives of the courses. The college has capable and dedicated faculty members from diverse backgrounds.
- The college adapts and practice student-centric and experiential learning methods.
- ICT tools complement traditional teaching-learning methods and the institution is keen on providing innovative teaching methodologies for enriching the learning experience.
- The CO's and PO's are defined by the affiliating university and the attainment of these are obtained based on the direct and indirect assessment tools. The college ensures good performance from students through outcome-based education by calculating attainment levels of outcomes.
- The institute has adopted the Continuous Internal Evaluation (CIE) mechanism prescribed by the university to achieve academic excellence. The mechanism of internal assessment is transparent and robust, covering all the learning domains.

Research, Innovations and Extension

- The innovative ecosystem of the institution is created through the functioning of various Cells like Research and Development, Entrepreneurship Development and Intellectual Property Rights.
- 40 Workshops, Seminars and Webinars have been organized to facilitate faculty members and students.

- Research & Development Cell conducts sessions on the importance of patents, copyrights, research tools and methodologies in research.
- The spirit of teamwork, collaboration, leadership skills and social responsibilities are promoted through the Women's Cell, Grievance Redressal Cell, Anti Ragging committee and ICC.
- To strengthen community relationships and Service & Educational goals the institution conducts a series of activities through various cells. NSS, Environment Club, throw light on the identified core values of the college.
- College has excellent collaboration with academic and industrial (21) MOUs to provide multi-dimensional exposure to the students.
- During the assessment period, (47) extension activities have been conducted through these cells which edify working together, respecting differences towards achieving a common goal and ultimately being a responsible citizen of the country.

Infrastructure and Learning Resources

- The college infrastructure is created in accordance with the needs of the programmes and courses conducted.
- The college campus has sprawled over and 2.85 acres with a construction area of 2853.53 sq.mts.
- All the required infrastructural facilities are provided in the college. The college has established a well modern equipped computer lab with a high speed broadband internet connection.
- Our College is well equipped with computers, printers and internet.
- The college has well ventilated and spacious classrooms along with facilities like modern laboratories, fans, lights, benches, appropriate white and green boards, ICT enabled audio-visual aids.
- The college has power back up facility is provided to all departments and office including class rooms, library, study room , seminar and conference halls, and academic departments.
- One computer labs with (60) computers for students' use is available. In addition, (10) computers are available for administrative and other purposes.
- The college caters to the requirements of Divyangjan students by providing ramps, wheelchairs and separate restrooms.
- The library concedes the significance of functioning in a highly professional manner in the best interests of the academic community. It is fully automated with digital learning facilities. Reference sections for teachers and students and the availability of 25000 Books as on date and their remote access makes the library user-friendly.
- The seminar halls, IQAC, NSS office, gymnasium, playground, girls common room and other necessary facilities are made available to the students and the staff. The infrastructural facilities are well maintained and the required agencies are hired from time to time to maintain the same.
- Indoor games facilities for students and faculty members are also available. A well maintained, hygienic
- canteen operates during the working hours of the institution. The college takes direct initiative in the maintenance and service of infrastructure and support facilities.
- The management employs a centralized system for the campus to ensure effective maintenance and upkeep of the infrastructure, facilities and equipment. A two-wheeler parking lot is also available. For better surveillance and security, a total of (10) CCTV cameras have been installed in all the floors, all classrooms and in vital areas.
- The IT infrastructure of the college has been improved consistently. The cleanliness of campus, conservation of plants and maintenance of the facilities is taken care of by the administration

Student Support and Progression

- The college conducts a good number of co-curricular and extra-curricular activities throughout the year through NSS, Sports and Cultural Cells.
- As a form of extrinsic motivation, the college employs scholarship schemes. The college facilitates the process of applying for the scholarship provided by the Government of Maharashtra for Reserved Category Students.
- Financially weaker students are provided with scholarships and institutional fee waivers.
- Student mentoring is implemented to provide them with proper guidance on academic and personal matters.
- The college very assertively conducts student-centric activities for the for their overall development. The academic progression of students is monitored through mentoring and counselling sessions that are provided. The college organizes workshops in resume building, mock group discussion sessions, hone the interview and soft skills to the job aspirants to train them to be thorough professionals.
- Special coaching is provided for the students to take up the competitive examinations at the state/national level.
- The Students' Grievance Redressal Committee, Anti-Ragging Committee, and Internal Complaints Committee have been established for timely redressal of their grievances.
- The diverse activities help in inculcating leadership skills, organizing abilities, accountability and public relations skills among the students.
- Besides, the institution has an active, enthusiastic and registered alumni association which extends the required support in facilitating current students in their future endeavors.
- Alumni Association meets are conducted every year and the alumni also participate in activities of the college.
- The student council is also formed according to the guidelines of the affiliating university

Governance, Leadership and Management

- There is a active involvement of the top management, the head of the institution, heads and coordinators of the departments to achieve defined strategic goals, educational objectives, vision and mission of the college. Good governance is ensured through the formulation of various policies of the institution.
- The college has hierarchical administrative setup with functional autonomy. The Management decides the broad policies of the institute and the College Development Committee (CDC), the Principal, IQAC, heads of the departments and chairpersons of the various committees along with the administrative staff work cohesively to implement the policies of the management.
- College Development Committee (CDC) is constituted as per the guidelines of the Maharashtra Public University Act. 2016 in which various stakeholders, nominees and the management representatives are present. They provide the proper guidance, motivation and direction for the overall performance and functioning of the college.
- The Principal executes the policy decisions taken by the Management through its staff to maintain and achieve the goals and objectives as laid down by the management.
- The Strategic Plan is in place to ensure smooth and effective execution of the policies. The institution had made further inroads in executing its strategic plans, as shown by key performance metrics linked to the principal goals specified in the strategic plan, namely academic excellence, research endeavors, Industry participation and integrated approaches for sustainability.
- The leadership of the college has involved the representatives of various stakeholders at various levels to ensure the interaction with stakeholders, protection of their interests and constructive contribution by

the stakeholders.

- The college has implemented e-Governance in finance and accounts, administration, students' admission and examination. Transparency in the Governance System and effective leadership have resulted in fostering trust of the employees.
- The management approves the expenditures on maintenance of the laboratories, library, gymnasium, departments and other infrastructural facilities.
- Through its excellent welfare measures for the teaching and nonteaching staff, the college values all of its employees' contributions to its growth and enhancement. The college list of welfare schemes includes: leave, special permission for various reasons, medical leave, group insurance, financial support for higher studies and research activities.
- Internal and external audits of the college are conducted regularly. The performance appraisal of the staff is maintained and the staff is promoted on the basis of this performance appraisal

Institutional Values and Best Practices

- The college has girls' and boys' common rooms as a common facility and separate provisions/facilities are available for differently abled (Divyangjan) students.
- The college organizes various sensitization programs through the Task Force for the Protection of Girls at the College Campus Committee (ICC).
- The college takes adequate measures to organize the programmes related to gender equity promotion, social responsibilities, national festivals, and birth/death anniversaries of great personalities.
- The institute promotes the use of renewable energy (solar), and LED bulbs.
- Solid, liquid, and e-waste management processes are well-structured. The Institute has a rain water harvesting mechanism and harvested water is used for maintaining green initiatives of the institute.
- The college follows green practices such as tree plantation, land scaping, plastic free campus, and partial paperless work to promote environmental awareness and sustainability.
- Institute is performing green audits and energy audits from external agency annually.

2. PROFILE

2.1 BASIC INFORMATION

| Name and Address of the College | |
|---------------------------------|--|
| Name | LATE DR. HARIBHAU ADMANE ARTS AND COMMERCE COLLEGE, SAONER |
| Address | Kameshwar Road, Saoner Dist- Nagpur |
| City | Saoner Nagpur |
| State | Maharashtra |
| Pin | 440090 |
| Website | www.drharibhauadmanecollege.in |

| Contacts for Communication | | | | | |
|----------------------------|--------------------|-------------------------|------------|-----|---------------------------------|
| Designation | Name | Telephone with STD Code | Mobile | Fax | Email |
| Principal | Virendra Jumde | 0712-223344 | 9823047169 | - | haribhauadmanecollege@gmail.com |
| IQAC / CIQA coordinator | Arvind M Punwatkar | - | 9860178777 | - | punwatkararvind@gmail.com |

| Status of the Institution | |
|---------------------------|-----------------------------|
| Institution Status | Government and Grant-in-aid |

| Type of Institution | |
|---------------------|--------------|
| By Gender | Co-education |
| By Shift | Regular Day |

| Recognized Minority institution | |
|--|----|
| If it is a recognized minority institution | No |

| Establishment Details | |
|-----------------------|--|
| | |

| State | University name | Document |
|-------------|--|-------------------------------|
| Maharashtra | The Rashtrasant Tukadoji Maharaj Nagpur University | View Document |

| Details of UGC recognition | | |
|----------------------------|------------|-------------------------------|
| Under Section | Date | View Document |
| 2f of UGC | 01-11-2003 | View Document |
| 12B of UGC | 01-11-2003 | View Document |

| Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC) | | | | |
|---|---|--------------------------------|--------------------|---------|
| Statutory Regulatory Authority | Recognition/Approval details Institution/Department programme | Day,Month and year(dd-mm-yyyy) | Validity in months | Remarks |
| No contents | | | | |

| Recognitions | |
|---|----|
| Is the College recognized by UGC as a College with Potential for Excellence(CPE)? | No |
| Is the College recognized for its performance by any other governmental agency? | No |

| Location and Area of Campus | | | | |
|-----------------------------|--|-----------|----------------------|--------------------------|
| Campus Type | Address | Location* | Campus Area in Acres | Built up Area in sq.mts. |
| Main campus area | Kameshwar Road, Saoner Dist- Nagpur | Rural | 2.84 | 2193.53 |

2.2 ACADEMIC INFORMATION

| Details of Programmes Offered by the College (Give Data for Current Academic year) | | | | | | |
|---|---|---------------------------|----------------------------|------------------------------|----------------------------|--------------------------------|
| Programme Level | Name of Programme/Course | Duration in Months | Entry Qualification | Medium of Instruction | Sanctioned Strength | No.of Students Admitted |
| UG | BA, Faculty Of Arts, Compulsory English Compulsory Marathi Economics History Pol Science Marathi Literature | 36 | HSC | Marathi | 320 | 280 |
| UG | BCom, Faculty Of Commerce, Compulsory English Compulsory Marathi Account and Statistics Economics Commerce | 36 | HSC | Marathi | 120 | 55 |

Position Details of Faculty & Staff in the College

| Teaching Faculty | | | | | | | | | | | | |
|---|------------------|--------|--------|-------|----------------------------|--------|--------|-------|----------------------------|--------|--------|-------|
| | Professor | | | | Associate Professor | | | | Assistant Professor | | | |
| | Male | Female | Others | Total | Male | Female | Others | Total | Male | Female | Others | Total |
| Sanctioned by the UGC /University State Government | 0 | | | | 4 | | | | 8 | | | |
| Recruited | 0 | 0 | 0 | 0 | 4 | 0 | 0 | 4 | 5 | 2 | 0 | 7 |
| Yet to Recruit | 0 | | | | 0 | | | | 1 | | | |
| Sanctioned by the Management/Society or Other Authorized Bodies | 0 | | | | 0 | | | | 0 | | | |
| Recruited | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Yet to Recruit | 0 | | | | 0 | | | | 0 | | | |

| Non-Teaching Staff | | | | |
|---|-------------|---------------|---------------|--------------|
| | Male | Female | Others | Total |
| Sanctioned by the UGC /University State Government | | | | 15 |
| Recruited | 8 | 1 | 0 | 9 |
| Yet to Recruit | | | | 6 |
| Sanctioned by the Management/Society or Other Authorized Bodies | | | | 0 |
| Recruited | 0 | 0 | 0 | 0 |
| Yet to Recruit | | | | 0 |

| Technical Staff | | | | |
|---|-------------|---------------|---------------|--------------|
| | Male | Female | Others | Total |
| Sanctioned by the UGC /University State Government | | | | 0 |
| Recruited | 0 | 0 | 0 | 0 |
| Yet to Recruit | | | | 0 |
| Sanctioned by the Management/Society or Other Authorized Bodies | | | | 0 |
| Recruited | 0 | 0 | 0 | 0 |
| Yet to Recruit | | | | 0 |

Qualification Details of the Teaching Staff

| Permanent Teachers | | | | | | | | | | |
|------------------------------|------------------|--------|--------|----------------------------|--------|--------|----------------------------|--------|--------|--------------|
| Highest Qualification | Professor | | | Associate Professor | | | Assistant Professor | | | Total |
| | Male | Female | Others | Male | Female | Others | Male | Female | Others | |
| D.sc/D.Litt/LLD/DM/MCH | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Ph.D. | 0 | 0 | 0 | 4 | 0 | 0 | 5 | 2 | 0 | 11 |
| M.Phil. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| PG | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| UG | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

| Temporary Teachers | | | | | | | | | | |
|------------------------------|------------------|--------|--------|----------------------------|--------|--------|----------------------------|--------|--------|--------------|
| Highest Qualification | Professor | | | Associate Professor | | | Assistant Professor | | | Total |
| | Male | Female | Others | Male | Female | Others | Male | Female | Others | |
| D.sc/D.Litt/LLD/DM/MCH | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Ph.D. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| M.Phil. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| PG | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| UG | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

| Part Time Teachers | | | | | | | | | | |
|------------------------------|------------------|--------|--------|----------------------------|--------|--------|----------------------------|--------|--------|--------------|
| Highest Qualification | Professor | | | Associate Professor | | | Assistant Professor | | | Total |
| | Male | Female | Others | Male | Female | Others | Male | Female | Others | |
| D.sc/D.Litt/LLD/DM/MCH | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Ph.D. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| M.Phil. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| PG | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| UG | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

| Details of Visting/Guest Faculties | | | | | |
|---|-------------|---|---------------|---|--------------|
| Number of Visiting/Guest Faculty engaged with the college? | Male | | Female | | Total |
| | | | | | |
| | 0 | 0 | 0 | 0 | 0 |

Provide the Following Details of Students Enrolled in the College During the Current Academic Year

| Programme | | From the State Where College is Located | From Other States of India | NRI Students | Foreign Students | Total |
|-----------|--------|---|----------------------------|--------------|------------------|-------|
| UG | Male | 391 | 0 | 0 | 0 | 391 |
| | Female | 166 | 0 | 0 | 0 | 166 |
| | Others | 0 | 0 | 0 | 0 | 0 |

Provide the Following Details of Students admitted to the College During the last four Academic Years

| Category | | Year 1 | Year 2 | Year 3 | Year 4 |
|----------|--------|--------|--------|--------|--------|
| SC | Male | 64 | 69 | 64 | 90 |
| | Female | 52 | 60 | 72 | 75 |
| | Others | 0 | 0 | 0 | 0 |
| ST | Male | 63 | 45 | 36 | 35 |
| | Female | 13 | 17 | 26 | 34 |
| | Others | 0 | 0 | 0 | 0 |
| OBC | Male | 261 | 226 | 192 | 231 |
| | Female | 138 | 189 | 265 | 321 |
| | Others | 0 | 0 | 0 | 0 |
| General | Male | 12 | 9 | 6 | 6 |
| | Female | 7 | 2 | 7 | 5 |
| | Others | 0 | 0 | 0 | 0 |
| Others | Male | 95 | 71 | 63 | 67 |
| | Female | 43 | 64 | 82 | 112 |
| | Others | 0 | 0 | 0 | 0 |
| Total | | 748 | 752 | 813 | 976 |

Institutional preparedness for NEP

| | |
|---|---|
| 1. Multidisciplinary/interdisciplinary: | The choice-based credit system in higher education is founded on the fundamental idea that students have a choice. Students can choose from a variety of subjects at colleges. Students can select subjects |
|---|---|

| | |
|--|--|
| | <p>based on their interests and the number of credits required for that semester. They will then take theory and practical classes in order to earn credits. They pass the semester once they earn the required credits. Number of skill based courses which is certified by university available in college through which students earn credits. The grading method is thought to be superior to the traditional marks system, and as a result, it is used by the best universities in India and internationally. As a result, a uniform grading system is desirable.</p> |
| 2. Academic bank of credits (ABC): | <p>Academic Bank of Credit is envisioned as a digital bank that stores a student's credit from any course. It is a key tool for facilitating multidisciplinary and comprehensive education, as well as many entry and departure points into and out of higher education.</p> |
| 3. Skill development: | <p>National Education Policy 2020 focuses on technical and soft skill development of under-graduate and post graduate students to increase employability of the students.</p> |
| 4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course): | <p>According to NEP Policy, art and culture are inextricably linked to language. Distinct languages have different ways of 'seeing' the world, and a language's structure influences how a native speaker perceives their environment.</p> |
| 5. Focus on Outcome based education (OBE): | <p>The college has taken gradual steps to acquaint our teaching staff as well as students regarding important terminology like program objectives, program specific objectives, course objectives and learning objectives.</p> |
| 6. Distance education/online education: | <p>Since March 2020, when the country was put on lockdown due to the outbreak of coronavirus, online classes have become very common and have taken centre stage in students' lives. Online Education is a new way of thinking about education.</p> |

Institutional Initiatives for Electoral Literacy

| | |
|--|---|
| 1. Whether Electoral Literacy Club (ELC) has been set up in the College? | <p>Yes, Under the Students Council and Extension Activities Cell. Our college monitors this. This is not formally ELC established by the college.</p> |
| | |

| | |
|---|---|
| <p>2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?</p> | <p>We are currently in process as per NAAC guidelines. As we establish, we will also appoint a representative.</p> |
| <p>3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.</p> | <p>The National Voters Day program was organised to make the students for registering themselves with the EC. They were also made aware of the fundamental rights of the voters in India through the NSS and Extension Activity Cell.</p> |
| <p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p> | <p>The Constitution is displayed in college campus. Various awareness campaigns and workshops are organised. Students are encouraged to learn about democratic values and participate in electoral process at the local level.</p> |
| <p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.</p> | <p>Orientation and Awareness Programs are organised for students. In collaboration with the local election office, voters registration drive was organised.</p> |

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---|---------|-------------------------------|---------|---------|
| 731 | 739 | 807 | 975 | 1043 |
| File Description | | Document | | |
| Institutional data in prescribed format | | View Document | | |

2 Teachers

2.1

Number of teaching staff / full time teachers during the last five years (Without repeat count):

Response: 9

| File Description | Document |
|---|-------------------------------|
| Institutional data in prescribed format | View Document |

2.2

Number of teaching staff / full time teachers year wise during the last five years

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 9 | 9 | 9 | 9 | 9 |

3 Institution

3.1

Expenditure excluding salary component year wise during the last five years (INR in lakhs)

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|----------------------------|---------|-------------------------------|---------|---------|
| 5.17 | 4.97 | 6.82 | 13.27 | 14.37 |
| File Description | | Document | | |
| Upload Supporting Document | | View Document | | |

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

The Institution ensures effective curriculum planning and delivery through a well-planned and documented process including Academic calendar and conduct of continuous internal Assessment

Response:

Academic Planning and Curriculum Delivery

Our college is permanently affiliated with Rashtrasant Tukdoji Maharaj Nagpur University, and we follow the curriculum they provide. To make sure students receive effective teaching, we have a well-organized process in place.

Planning Academic Activities: Every year, our Principal plans teaching, learning, and evaluation activities. We create a detailed academic calendar at the start of each year.

Faculty Involvement: Our Principal conducts meetings to organize lecture schedules and distribute syllabi to faculty members. Teachers are expected to complete their syllabi within the given time. If they need extra time, they arrange additional classes.

Department Involvement: Each department plans teaching and academic activities at the start of the year. We discuss teaching methods and strategies.

Focus on Outcomes: Our curriculum delivery keeps course and program outcomes in mind. We make sure that what students learn aligns with the goals of our programs.

Enhancing Teaching Methods

Academic Calendar: We create an academic calendar for the entire year, so everyone knows what to expect.

Teacher Plans: Every teacher prepares teaching plans to guide their classes.

Interactive Teaching: We use smart classrooms and encourage interactive teaching methods. Students often give presentations, mostly using PowerPoint, in all departments.

Student Interaction: We have discussions, counseling sessions, Q&A sessions, assignments, and group discussions to engage students.

Support for All: We provide mentoring for students, including tutorial and remedial classes for those who need extra help.

Practical Learning: Students work on field-based projects, write dissertations, and go on industrial

visits. We also organize educational and industrial trips.

Computer Lab: We have a computer lab for students to use.

Orientation Programs: We organize orientation programs for first-year students to introduce them to the curriculum, evaluation methods, and extracurricular activities.

Effective Communication

Semester Details: Students receive information about the start and end of each semester, teaching plans, and exam schedules at the beginning of the year.

Syllabus Compliance: We communicate syllabus compliance to the Principal through Heads of Departments.

Flexibility: We maintain flexibility in teaching plans to adapt to any necessary changes. Regular Evaluation: We assess students' progress periodically according to university norms.

1.2 Academic Flexibility

1.2.1

Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)

Response: 26

| File Description | Document |
|---|-------------------------------|
| Institutional data in the prescribed format | View Document |

1.2.2

Percentage of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years

Response: 100

1.2.2.1 Number of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 731 | 739 | 807 | 975 | 1043 |

| File Description | Document |
|---|-------------------------------|
| Institutional data in the prescribed format | View Document |

1.3 Curriculum Enrichment

1.3.1

Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability in transacting the Curriculum

Response:

Since the aim of education is to make students responsible citizens, the college integrates cross cutting issues like Gender, Environment and Sustainability, Human Values and Professional Ethics through curricular, co-curricular and extracurricular activities organized in the college.

Gender Sensitization

- Gender sensitization aims to raise awareness about gender equality.
- It promotes respect for individuals regardless of their gender.
- The college organizes street plays and seminars on women's empowerment to break gender stereotypes. These activities have successfully sensitized students and the community.

Environment and Sustainability

- The college emphasizes environmental awareness.
- It teaches the importance of preserving our environment and sustaining life on Earth.
- A course in Environmental Awareness is offered to highlight environmental issues.
- Students engage in field projects and assignments related to environmental conservation. Workshops with experts are conducted to guide students in environmental conservation.
- The college promotes eco-friendly practices such as reducing plastic usage, planting trees, conserving water, vermi-composting, and minimizing paper usage in offices.

Human Values

- The college instills universal human values like truth, righteousness, peace, love, and non-violence. These values relate to physical, intellectual, emotional, and spiritual aspects of human life. Lectures by experts cover topics such as human rights, social responsibilities, democracy, and mutual respect.
- The goal is to foster a better human society by nurturing these values in students.

Professional Ethics

- The college and the affiliated university have established a code of professional ethics. This code guides members in upholding ethical principles in their roles. It sets standards for personal and social behavior.

1.3.2

Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)

Response: 52.67

1.3.2.1 Number of students undertaking project work/field work / internships

Response: 385

| File Description | Document |
|---|-------------------------------|
| Institutional data in the prescribed format | View Document |

1.4 Feedback System

1.4.1

Institution obtains feedback on the academic performance and ambience of the institution from various stakeholders, such as Students, Teachers, Employers, Alumni etc. and action taken report on the feedback is made available on institutional website

Response: C. Feedback collected and analysed

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 81.27

2.1.1.1 Number of seats filled year wise during last five years (Only first year admissions to be considered)

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 363 | 259 | 286 | 440 | 440 |

2.1.1.2 Number of sanctioned seats year wise during last five years

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 440 | 440 | 440 | 440 | 440 |

File Description

Document

Institutional data in the prescribed format

[View Document](#)

2.1.2

Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable reservation policy for the first year admission during the last five years

Response: 100

2.1.2.1 Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats)

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 230 | 230 | 230 | 230 | 230 |

2.1.2.2 Number of seats earmarked for reserved category as per GOI/ State Govt rule year wise during the last five years

| | | | | |
|---------|---------|---------|---------|---------|
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| 230 | 230 | 230 | 230 | 230 |

| File Description | Document |
|---|-------------------------------|
| Institutional data in the prescribed format | View Document |

2.2 Student Teacher Ratio

2.2.1

Student – Full time Teacher Ratio
(Data for the latest completed academic year)

Response: 81.22

2.3 Teaching- Learning Process

2.3.1

Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences and teachers use ICT- enabled tools including online resources for effective teaching and learning process

Response:

The college makes an attempt to focus on experiential learning. The focus of teaching is mainly on practical use of knowledge and skills to real-life experiences. It helps in increasing the learner's knowledge and develops competence in various skills. The learners actively reflect on that experience through individual thinking, group discussion, questioning or writing assignments or journals. The students participate in activities like group discussions, debates, class presentations, brainstorming etc.

Participative learning : After every activity the teacher encourages the participants to take part in a discussion where she/ he is supposed to relate his/her experiences. The student participants are expected to work to find a solution individually and together as a team, and suggested to communicate and learn from each other in order to be successful. The students are not expected to be just passive learners but they need to actively participate in the learning process.

Experiential learning is basically learning by doing. Group discussions, interactive teaching, debates, class presentations, the field visits, village surveys, workshops, industrial visits and student seminars are regularly organized to offer the experience of active and participative learning. The skill development programmes and skill oriented courses mainly focus on hands-on training and experiential learning. The students are given assignments where they have to critically think about the topic and find solutions to the problems.

Student-centric methods and participative learning is an important part of curriculum implementation and enough care is taken to make experiential and participative learning effective.

The use of ICT in the classroom is very important and useful as it offers a number of opportunities for teachers and students to use new technologies and techniques for effective teaching and learning. The use of power point presentations helps the students to get engaged in the learning process actively and create interest in their personal learning. By integrating ICT into the classroom, students are assisted to develop their ability to learn more effectively, cooperate with each other, and explore the world around them.

The institution has installed LCD Projectors and Computer Lab for the use of ICT in teaching learning. The use of computers, LCD Projectors and the internet has proved to be very useful in enhancing the quality of education.

The use of ICT has proved beneficial in the following ways:

- Increases the motivation and interest of the students in the subject/topic
- Develops independent learning among the students
- Brings creativity in teaching and learning
- Develops collaborative and team work
- Offers new way of teaching the subject
- Brings variety in content and presentation

2.4 Teacher Profile and Quality

2.4.1

Percentage of full-time teachers against sanctioned posts during the last five years

Response: 75

2.4.1.1 Number of sanctioned posts year wise during the last five years

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 12 | 12 | 12 | 12 | 12 |

2.4.2

Percentage of full time teachers with NET/SET/SLET/ Ph. D./D.Sc. / D.Litt./L.L.D. during the last five years (consider only highest degree for count)

Response: 100

2.4.2.1 Number of full time teachers with NET/SET/SLET/Ph. D./ D.Sc. / D.Litt./L.L.D year wise

during the last five years

| | | | | |
|---------|---------|---------|---------|---------|
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| 9 | 9 | 9 | 9 | 9 |

| File Description | Document |
|---|-------------------------------|
| Institution data in the prescribed format | View Document |

2.5 Evaluation Process and Reforms**2.5.1****Mechanism of internal/ external assessment is transparent and the grievance redressal system is time- bound and efficient****Response:**

Students are informed about the evaluation pattern during the orientation programmes/ induction programmes arranged at the beginning of the academic year. The Principal and all faculties of the college guide the students regarding the internal assessment, question paper patterns and university examinations.

The circulars received from the university in this regard are communicated to the faculty members and administrative staff from time to time and are also displayed on the notice boards for students. The internal assessment for semester end examination and credit-based courses is very transparent and robust. The attendance sheets of the students appearing for such internal term end examinations, home or other internal tests assignments and continuous assessment sheets are maintained and the students' grievances are also addressed quickly and transparently.

The examination committee is constituted every year to coordinate the internal and external examination activities and communicate to the students, teachers and administrative staff any information regarding examinations.

For effective understanding of the evaluation process, the faculty members give class-wise/ course-wise instructions about unique features of internal/external evaluation of that course. Changes in schedules, patterns, methods if any, are immediately brought to the notice of the students through notice boards, messages and website notifications and also through classroom interactions by the subject teachers. Internal examination schedule is displayed on notice boards in advance.

The internal assessment mark lists are displayed on the notice boards. The subject teacher briefs the students in the classroom about their attendance and performance in the internal examinations. It is a practice of the college to show internal examination answer books to students if demanded. Students are free to interact with the teachers to resolve their grievances if any, regarding the assessment.

Grievance Redressal System:

At University level:

Exam Form Filling: It is sometimes observed that while filling the online exam forms of the subjects offered by the students are not correctly reflected on the screen in such cases the university provides 3 Days' time to the institute to submit such grievances of the students to the students to the university and get redressed observed anomalies.

Correction in Name on Hall Ticket: In couple of cases, it happens that the Hall Tickets issues to the students do not carry the correct name of student concerned. In such cases the university gives 7 Days' time to get the hall ticket corrected through the institute.

Re-valuation &Recounting: If student is not satisfied with the marks awarded, they can apply for recounting within a week from the declaration of result through the office at the institute. The received grievances are submitted to university by the institute along with prescribed fees recovered from the students. The university declares time frame every year for submission of marks related grievances and declaration of results.

2.6 Student Performance and Learning Outcomes

2.6.1

Programme Outcomes (POs) and Course Outcomes (COs) for all Programmes offered by the institution are stated and displayed on website

Response:

Our college is affiliated to Rashtrasant Tukdoji Maharaj Nagpur University, Nagpur and follows the university curriculum and examination schedules. College offers under-graduate programs only. The college prospectus gives details of the programs and courses offered. At the beginning of each academic year, faculty members prepare course files that outline the Course Objectives, Course Outcomes, modules, reference material, teaching plan and credits. Students are informed about the syllabus, examination pattern and expected outcomes of the courses during the induction program and lectures.

Programme Outcomes (POs): The POs are the broad statements that define the knowledge, skills, and abilities that students are expected to acquire by the time they complete a particular programme. The college ensures that the POs for each programme offered by the institution are clearly stated and prominently displayed on its website. These outcomes are designed in alignment with the relevant accreditation bodies, industry requirements, and societal needs.

The POs serve as a guiding framework for the curriculum design, pedagogy, and assessment strategies of the programmes offered by the university.

Course Outcomes (COs): The COs are the specific statements that describe the knowledge, skills, and

abilities that students are expected to acquire from each individual course within a programme. MG College ensures that the COs for each course offered as part of its programmes are clearly stated and made available on its website. These outcomes are designed to be in line with the corresponding POs and provide a clear understanding of the learning objectives of each course. The COs are formulated by the faculty responsible for teaching the course, in consultation with the relevant stakeholders. They are designed to be measurable, observable, and achievable, and are aligned with the learning outcomes of the programme as a whole.

The COs serve as the basis for designing the curriculum, developing teaching materials, and designing assessments for each course.

Evaluation of POs and COs: Our College has a robust system in place to evaluate the attainment of POs and COs by its students. The college employs a variety of assessment methods, such as examinations, assignments, projects, practicals, internships, and other forms of assessments, to evaluate the learning outcomes of the students. The assessment methods used are aligned with the COs and POs, ensuring that the students are evaluated on their ability to demonstrate the expected knowledge, skills, and abilities.

The assessment results are analyzed and reviewed periodically to assess the level of attainment of the POs and COs by the students. This feedback is used for continuous improvement of the curriculum, pedagogy, and assessment strategies.

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

Our College follows a systematic and evidence-based approach to evaluate the attainment of Programme Outcomes (POs) and Course Outcomes (COs) for all its programmes. The college employs various assessment methods, feedback mechanisms, and review processes to ensure that the POs and COs are effectively met by the students.

Assessment Methods: The institute uses a diverse range of assessment methods that are aligned with the COs and POs and include examinations, assignments, projects, practicals, internships, presentations, and other forms of assessments.

The assessment methods are designed to measure the knowledge, skills, and abilities that are expected to be attained by the students as per the POs and COs.

These assessments are conducted at regular intervals during the course of the programme to track the progress of the students and evaluate their learning outcomes.

Feedback Mechanisms: IQAC has channelized efforts towards making “quality” the defining element of higher education in India through a combination of self and external quality evaluation, promotion and sustenance initiatives and in this endeavor has devised a mechanism of collecting regular feedback from

students, parents, alumni and other stakeholders which has been used, analyzed deeply for planning and executing the following improvement/developmental plans to assess the attainment of POs and COs. Feedback mechanisms such as surveys, focus groups, and reviews are used to collect input on the effectiveness of the programmes and courses in achieving the intended outcomes. This feedback is considered valuable in identifying areas of improvement and making necessary changes to the curriculum, pedagogy, and assessment.

Review Processes: The college has a robust review process in place to periodically evaluate the attainment of POs and COs. The faculty members responsible for teaching the courses, along with the program coordinators and other stakeholders, review the assessment results, feedback from various sources, and other relevant data to assess the level of attainment of the outcomes.

This review process helps in identifying strengths and weaknesses and making necessary changes to improve the attainment of POs and COs. Based on the findings of the review, necessary changes are made to the curriculum, pedagogy, and assessments to ensure continuous improvement.

This systematic and evidence-based approach evaluates the attainment of Programme Outcomes (POs) and Course Outcomes (COs) for all its programmes which reflects the institute's commitment towards providing quality education

2.6.3

Pass percentage of Students during last five years (excluding backlog students)

Response: 72.33

2.6.3.1 Number of final year students who passed the university examination year wise during the last five years

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 49 | 279 | 209 | 162 | 59 |

2.6.3.2 Number of final year students who appeared for the university examination year-wise during the last five years

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 190 | 284 | 219 | 185 | 170 |

File Description

Document

Institutional data in the prescribed format

[View Document](#)

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response: 3.99

| File Description | Document |
|--|-------------------------------|
| Upload database of all students on roll as per data template | View Document |

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

Grants received from Government and non-governmental agencies for research projects / endowments in the institution during the last five years (INR in Lakhs)

Response: 0

3.1.1.1 Total Grants from Government and non-governmental agencies for research projects / endowments in the institution during the last five years (INR in Lakhs)

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 0 | 0 |

File Description

Document

Institutional data in the prescribed format

[View Document](#)

3.2 Innovation Ecosystem

3.2.1

Institution has created an ecosystem for innovations, Indian Knowledge System (IKS), including awareness about IPR, establishment of IPR cell, Incubation centre and other initiatives for the creation and transfer of knowledge/technology and the outcomes of the same are evident

Response:

Our College is committed to creating a robust ecosystem of knowledge and learning that is conducive to research and innovation and ensures that the education its students receive is not distanced from their cultural and social values.

Besides, the institute has its highly active research and development committee, functioning under the IQAC, which pursues research and innovation independently and in collaboration with outside experts and industry specialists.

The research and development committee and IQAC has been actively involved in organizing IPR workshops, IPR awareness programmes and research and Innovation Lectures on “the significance of IP in academia for spreading awareness about IPR. The IQAC of our college has also taken keen initiatives towards enhancing knowledge in this area and has been regularly organizing a number of Research and IPR lectures and seminars.

As an initiative for the creation of research aptitude and critical thinking approach, **11 workshops** were organized on Research Tool and Techniques, Research Methodology and Research Orientation during assessment period.

Student Innovations: Our students have actively participated in innovation challenges, workshops on entrepreneurship development hackathons, and entrepreneurial competitions, showcasing their creativity and problem-solving skills.

Community Engagement: We have extended our innovation ecosystem to the local community through outreach programs, knowledge-sharing events, and technology transfer initiatives. This has contributed to the socioeconomic development of the region.

As part of the curriculum, college offer courses that enhance their students' knowledge of Indian society and culture. Outside of the curriculum too, the College ensures that students are provided avenues to learn more about Indian Knowledge Systems through frequently held seminars, talks, and workshops. The College regularly hosts speakers and experts knowledgeable in Indian cultural and social thought.

College also offers Value Added Programs which are offered in a hybrid (both offline and online) mode, which focus on Indian Knowledge Systems.

3.2.2

Number of workshops/seminars/conferences including on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship conducted during the last five years

Response: 20

3.2.2.1 Total number of workshops/seminars/conferences including programs conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship year wise during last five years

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 5 | 6 | 3 | 3 | 3 |

File Description

Document

Institutional data in the prescribed format

[View Document](#)

3.3 Research Publications and Awards

3.3.1

Number of research papers published per teacher in the Journals notified on UGC care list during

the last five years**Response:** 5.22**3.3.1.1 Number of research papers in the Journals notified on UGC CARE list year wise during the last five years**

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 10 | 20 | 6 | 6 | 5 |

File Description**Document**

Institutional data in the prescribed format

[View Document](#)**3.3.2****Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years****Response:** 1.22**3.3.2.1 Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year wise during last five years**

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 2 | 3 | 3 | 1 | 2 |

File Description**Document**

Institutional data in the prescribed format

[View Document](#)**3.4 Extension Activities****3.4.1****Outcomes of Extension activities in the neighborhood community in terms of impact and sensitizing the students to social issues for their holistic development during the last five years.****Response:**

Our College recognizes that the true aim of education extends beyond the classroom, encompassing the development of knowledge, skills, and a profound sense of social responsibility among our students. We

believe that an understanding of social issues, diversity, and the needs of local communities is integral to nurturing responsible citizens who contribute to the wellbeing of society. To achieve this, we have proactively engaged in a range of outreach and extension activities during the assessment years 2018-19 to 2022-23, in alignment with NAAC's emphasis on societal development through educational institutions.

Extension Activities and Societal Engagement: During this assessment period, our institution has demonstrated a strong commitment to societal development through the following outreach and extension activities:

1. Voter Awareness Programme: Recognizing the pivotal role of informed voting in a vibrant democracy, our National Service Scheme (NSS) volunteers collaborated with local government authorities to organize voter awareness rallies in our town and adopted nearby villages. This initiative aimed to sensitize students, who are new voters, about the significance of their voting rights, thereby promoting democratic values within our community.

2. Blood Donation Camps: In conjunction with the local blood bank, our NSS department has annually organized blood donation camps on the occasion of our college founder president birth anniversary day. These camps have encouraged active participation from our students and staff, fostering a culture of voluntary blood donation. Our efforts in this regard have been recognized with a certificate of appreciation from the blood bank.

3. HIV/AIDS Awareness: NSS and RCC volunteers have actively engaged in awareness rallies focused on HIV/AIDS. Additionally, we have hosted lectures by medical experts on campus to disseminate knowledge about HIV/AIDS and promote health awareness among our students.

4. Tree Plantation and Special Camps: Our NSS volunteers have played a vital role in environmental conservation through on-campus and off-campus tree plantation initiatives. We have also conducted health awareness campaigns, advocated water conservation, and launched anti-alcohol and de-addiction drives, thus contributing to sustainable rural development.

5. COVID-19 Pandemic Response: During the COVID-19 pandemic, we acted swiftly to support our community. We conducted vaccination drives for our college staff and students, ensuring their safety. To raise awareness about the virus and preventive measures, we organized online awareness programs and distributed masks, reinforcing our commitment to public health. Also we donate two oxygen concentrator to government hospital saoner (phc) by financial support of teaching and non-teaching staff..

Where societal development is a paramount concern, these outreach and extension activities underscore our institution's dedication to instilling social responsibility, ethical values, and citizenship virtues in our students.

3.4.2

Awards and recognitions received for extension activities from government / government recognised bodies

Response:

Our College is committed to the holistic development of its students, emphasizing the redirection of their energy towards addressing real-life issues faced by the common man and society at large. To achieve this objective, the institution has established vibrant student clubs that serve as active student bodies, providing a platform for students to engage in a wide range of co-curricular, extra-curricular, and outreach activities.

These student clubs facilitate direct interaction between our students and society, with a strong focus on creating awareness and sensitizing students to local social challenges. Our institution actively collaborates with local academic, industrial, and governmental bodies to offer immersive learning experiences to our students.

Highlights of Activities: Our student clubs play a pivotal role in fostering student engagement with society. The following student clubs, in particular, provide avenues for direct interaction with the community:

1. Sensitization and Awareness: Our students are actively involved in sensitization and awareness campaigns addressing local social challenges. These initiatives aim to instill a sense of responsibility and empathy among our students.

2. Collaboration: We collaborate with various local governmental, semi-governmental, and non-governmental organizations (NGOs) to facilitate a wide range of programs. These collaborations enable our students to participate in government-led activities such as Swach Bharat Abhiyan, Beti Bachao Beti Padhao Campaign, Tree Plantation Programs, World Health Day, World Menstrual Hygiene Day, World Human Rights Day, National Youth Day, and more.

3. District-Level Campaigns: Our students actively participate in district-level campaigns organized by entities like the Collector's Office of Nagpur and Nagpur Zilla Parishad, and the Social Welfare Office of Nagpur District.

4. Recognition: The active participation of our students and college in these social and extension events has been recognized through appreciation letters and certificates of awards received from various organizations.

List of Awards and Recognition :

Here is a list of some of the notable awards and appreciation letter recieved by college conducted during the assessment period:

PLEASE ADD AWARDS IQAC

3.4.3

Number of extension and outreach programs conducted by the institution through organized forums including NSS/NCC with involvement of community during the last five years.

Response: 18

3.4.3.1 Number of extension and outreach Programs conducted in collaboration with industry, community, and Non- Government Organizations through NSS/ NCC etc., year wise during the last five years

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 10 | 4 | 2 | 1 | 1 |

File Description

Document

Institutional data in the prescribed format

[View Document](#)

3.5 Collaboration

3.5.1

Number of functional MoUs/linkages with institutions/ industries in India and abroad for internship, on-the-job training, project work, student / faculty exchange and collaborative research during the last five years.

Response: 0

File Description

Document

Institutional data in the prescribed format

[View Document](#)

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

- teaching – learning, viz., classrooms, laboratories, computing equipment etc
- ICT – enabled facilities such as smart class, LMS etc.

Facilities for Cultural and sports activities, yoga centre, games (indoor and outdoor), Gymnasium, auditorium etc (Describe the adequacy of facilities in maximum of 500 words.)

Response:

- The institute possesses a well-developed infrastructure which fulfills the requirements stated by affiliating university and other statutory bodies to fulfill the needs of all stakeholders.
- The Institute has a provision to prepare an 'Auditorium' in playground at the time of the annual Gathering and other events.
- Well-furnished, spacious, ventilated and illuminated classrooms, computer laboratory, tutorial rooms and other student support facilities as per University requirements.
- The Institute has sufficient classrooms for efficient teaching–learning process and the majority of classrooms are equipped with ICT facilities like LCD Projectors and Wifi.
- Administrative Office, IQAC Room and NSS has individual rooms for efficient functioning.
- Separate girls and boys common rooms are available on campus
- Separate toilets for staff and students
- Support and safety facilities like continuous power backup, fire extinguishers, water coolers with water purifier, CCTVs at key locations are available.
- The institute has green landscaping with lawn, garden etc.
- In-house housekeeping staff is appointed to maintain cleanliness in the campus.
- Entire campus has been made wi-fi enabled.
- College provides sports facilities for outdoor games as well as indoor games.
- The college has a big playground to provide outdoor sports facilities like volleyball, badminton, kabbadi and cricket.
- Indoor Sports facilities like chess, carrom is available..
- First Aid box is available at NSS room.
- Cultural activities are organized under the guidance of the co-ordinator appointed for the cultural committee.
- Refreshments are provided to students and staffs during festival celebrations.

4.1.2

Percentage of expenditure for infrastructure development and augmentation excluding salary during the last five years

Response: 20.9

4.1.2.1 Expenditure for infrastructure development and augmentation, excluding salary year wise during last five years (INR in lakhs)

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 1.26 | 1.30 | 0.37 | 2.94 | 3.45 |

| File Description | Document |
|---|-------------------------------|
| Institutional data in the prescribed format | View Document |

4.2 Library as a Learning Resource**4.2.1**

Library is automated with digital facilities using Integrated Library Management System (ILMS), adequate subscriptions to e-resources and journals are made. The library is optimally used by the faculty and students

Response:

Institute Library is a separate building on an area of **625.62 sqm**. The Collections includes more than **25,000 books**, Journals and magazines, N-list database, CD's, AV-aids, rare books and the periodicals. Library provides internet service through NRC. Reprographic service is available at cost Rs.1. Book Bank facility provides to needy students and preference is to be given to the weaker section. Library organizes Book Exhibition, Book Review Competition, Information Literacy Programme, ICT workshop, writing and reading competitions.

The library is automated through **Integrated Library management Systems (ILMS)** known as **LIBMAN Mastersoft (library Software)** which is developed and maintained by **MasterSoft ERP Solutions Pvt Ltd, Nagpur**

LIBMAN software is a powerful search engine for the retrieval of bibliographic database. Various activities of the library such as data entry, issue and return, renewal of books, member logins and reports are generated through the software. The status of books such as withdraw/write-off/ damaged/ lost and paid is easily located. The routine works of the library like accessioning, classification, cataloguing, circulation, serials, OPAC and report generation is being carried through this software. Barcode readers and software helps to make daily transactions very easy, fast and accurate. OPAC system deals with the Catalogues and Search of the books present in the Library on basis of various criteria like, Accession Number, Title, Author, Subject and Publisher. and Wi-Fi available. A spacious reading hall in the library accommodates 60 students and 12 faculties.

Library is having access to e -resources through **N-List. It consists of 1,99,500+ e-books, 6000+ ejournals and 6,00,000 e-books** through ND. Other e-resources CD's and AV-aids are available.

Salient Features :

1. E-Books: To keep pace with the digital era, we have curated a comprehensive collection of e- books, providing easy and convenient access to digital reading materials. This collection encompasses a wide array of subjects, ensuring that learners have access to up-to-date information.

2. National and International Journals: Subscriptions to both national and international journals have been diligently maintained, offering a wealth of research articles and scholarly publications. Faculty and students can access the latest research findings and stay current with developments in their respective fields. Currently we have **2 international journals, 11 national journals, 3 magazines and 12 newspapers.**

3. Reading Room: The library includes a spacious and comfortable reading room, where students and faculty can engage in focused study and research. The reading room is equipped with **80 seating capacity** and ample natural light to create an ideal environment for scholarly pursuits.

4. Book Bank Facility: Recognizing the financial constraints of some students, we offer a book bank facility where textbooks are loaned to eligible students for the academic year. This initiative ensures that all students have access to essential course materials.

5. Book Exhibitions: We regularly organize book exhibitions, where renowned publishers showcase their latest publications. These exhibitions provide an excellent opportunity for students and faculty to explore and purchase relevant academic materials.

6. Library Orientation: To maximize the utilization of library resources, we conduct library orientation programs at the beginning of each academic year. These sessions familiarize new students with library services, resources, and digital tools.

7. E-Library : The library provide remote access to students via E-Library tab on the institutional website.

4.3 IT Infrastructure

4.3.1

Institution frequently updates its IT facilities and provides sufficient bandwidth for internet connection

Describe IT facilities including Wi-Fi with date and nature of updation, available internet bandwidth within a maximum of 500 words

Response:

Our college places a strong emphasis on providing state-of-the-art IT facilities to support both academic and administrative functions. Our commitment to staying current with technology is reflected in the frequent updates and enhancements made to our IT infrastructure, ensuring that it remains robust and

responsive to the evolving needs of our students and staff.

IT Facilities:

Computer Labs: The college maintains well-equipped computer labs distributed among various departments. These labs are equipped with 60 computers configured to meet the latest standards, facilitating a seamless digital learning environment.

Internet Connectivity: To ensure uninterrupted access to online resources and support academic processes, the college provides high-speed internet connectivity with a bandwidth of 100 Mbps. with 3 wifi routers in the campus.

Printers and Scanners: 6 new multi-functional printers have been added to our facilities, enhancing our capacity for document management and printing. Additionally, we have 2 scanners, including a newly added modern scanner, which further aids in digitizing content.

CCTV Surveillance: The college premises are under 10 CCTV cameras, ensuring the security and safety of our students, staff, and infrastructure.

Wi-Fi Connectivity: Wi-Fi facilities have been thoughtfully implemented throughout the college premises, supported by (___) Wi-Fi routers. This Wi-Fi infrastructure facilitates internet access, allowing users to connect their devices for academic and research purposes.

Key Features:

E-Governance System: The college has implemented an E-Governance system using ERPs (Enterprise Resource Planning) in administrative offices, exam departments, and the library. These systems are accessible to both faculty and students, streamlining administrative and academic processes.

Audio-Visual Equipment: Our IT facilities include LCD projectors, which are employed to enhance the effectiveness of teaching and learning. These tools contribute to interactive and engaging classroom experiences.

Digital Library Section: Within the library, we have established a dedicated digital section with high-speed internet connectivity. This section empowers students and faculty to access a wide range of digital resources, including e-journals, e-magazines, e-newspapers, and educational videos.

Maintenance of IT Facilities:

We prioritize the maintenance of our IT facilities to ensure their optimal performance. We have engaged technicians from external agencies to maintain our IT infrastructure, including computers, LCD

projectors, printers, scanners, and other peripherals. We have established Annual Maintenance Contract (AMC) agreements with service vendor to guarantee that all maintenance work is carried out promptly and efficiently. Moreover, we commit to an annual schedule of software updates and computer upgrades to keep our systems current and secure.

At our college, our up-to-date IT facilities and robust internet connectivity underscore our dedication to providing a technologically advanced learning environment that supports the academic and research pursuits of our students and faculty. We recognize the importance of staying at the forefront of IT

advancements to meet the evolving demands of higher education in the digital age.

4.3.2

Student – Computer ratio (Data for the latest completed academic year)

Response: 12.18

4.3.2.1 Number of computers available for students usage during the latest completed academic year:

Response: 60

4.4 Maintenance of Campus Infrastructure

4.4.1

Percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, during the last five years (INR in Lakhs)

Response: 64.55

4.4.1.1 Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component year wise during the last five years (INR in lakhs)

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 3.29 | 2.22 | 5.06 | 9.52 | 8.70 |

File Description

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Institutional data in the prescribed format

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Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

Percentage of students benefited by scholarships and freeships provided by the institution, government and non-government bodies, industries, individuals, philanthropists during the last five years

Response: 54.04

5.1.1.1 Number of students benefited by scholarships and freeships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 306 | 377 | 495 | 577 | 566 |

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5.1.2

Following capacity development and skills enhancement activities are organised for improving students' capability

- 1. Soft skills*
- 2. Language and communication skills*
- 3. Life skills (Yoga, physical fitness, health and hygiene)*
- 4. ICT/computing skills*

Response: B. 3 of the above

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5.1.3

Percentage of students benefitted by guidance for competitive examinations and career counseling offered by the Institution during the last five years

Response: 76.11

5.1.3.1 Number of students benefitted by guidance for competitive examinations and career

counselling offered by the institution year wise during last five years

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 538 | 676 | 634 | 735 | 686 |

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Institutional data in the prescribed format

[View Document](#)**5.1.4**

The institution adopts the following for redressal of student grievances including sexual harassment and ragging cases

- 1.Implementation of guidelines of statutory/regulatory bodies**
- 2.Organisation wide awareness and undertakings on policies with zero tolerance**
- 3.Mechanisms for submission of online/offline students' grievances**
- 4.Timely redressal of the grievances through appropriate committees**

Response: D. 1 of the above

5.2 Student Progression**5.2.1**

Percentage of placement of outgoing students and students progressing to higher education during the last five years

Response: 9.63

5.2.1.1 Number of outgoing students placed and / or progressed to higher education year wise during the last five years

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 1 | 28 | 14 | 25 | 5 |

5.2.1.2 Number of outgoing students year wise during the last five years

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 49 | 279 | 209 | 162 | 59 |

| File Description | Document |
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5.2.2

Percentage of students qualifying in state/national/ international level examinations during the last five years

Response: 0

5.2.2.1 Number of students qualifying in state/ national/ international level examinations year wise during last five years (eg: IIT/JAM/NET/SLET/GATE/GMAT/GPAT/CLAT/CAT/ GRE/TOEFL/ IELTS/Civil Services/State government examinations etc.)

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 0 | 0 |

| File Description | Document |
|---|-------------------------------|
| Institutional data in the prescribed format | View Document |

5.3 Student Participation and Activities**5.3.1**

Number of awards/medals for outstanding performance in sports/ cultural activities at University / state/ national / international level (award for a team event should be counted as one) during the last five years

Response: 14

5.3.1.1 Number of awards/medals for outstanding performance in sports/cultural activities at national/international level (award for a team event should be counted as one) year wise during the last five years

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 7 | 1 | 0 | 4 | 2 |

| File Description | Document |
|---|-------------------------------|
| Institutional data in the prescribed format | View Document |

5.3.2

Average number of sports and cultural programs in which students of the Institution participated during last five years (organised by the institution/other institutions)

Response: 4.4

5.3.2.1 Number of sports and cultural programs in which students of the Institution participated year wise during last five years

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 8 | 2 | 1 | 6 | 5 |

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5.4 Alumni Engagement**5.4.1**

There is a registered Alumni Association that contributes significantly to the development of the institution through financial and/or other support services

Response:

Our College has organized Alumni Meets regularly and discussed issues like enhancement in placement, industrial internship were addressed. The institute is also constantly in contact with alumni. All scientific, cultural, extracurricular and notable achievements are being communicated to the alumni on social media to connect and enhance their interaction.

Every year the institute conducts the Alumni Meet for interaction and exchange of knowledge base acquired by passed out students working in various fields and sector of Indian economy.

Alumni contribute and assist institute for-

1. Conduction of Personality Development Programs
2. Career Counselling
3. Society Institute Interaction
4. Placement Assistance
5. Study Tour/Industry Visits
6. Project Assistance for final year students etc.

Apart from the above non-financial agenda, during the recent alumni meeting it has also been decided

to assist and help the institute by means of financial inclusion as per willingness of the individuals and to form a registered alumni association of the institute. The alumni of the college has decided to have a registered alumni association to effectively work towards the development of the college.

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

The institutional governance and leadership are in accordance with the vision and mission of the Institution and it is visible in various institutional practices such as NEP implementation, sustained institutional growth, decentralization, participation in the institutional governance and in their short term and long term Institutional Perspective Plan.

Response:

Late Dr. Haribhau Admane arts and Commerce College, saoner an integral part of the **Rashtra Vikas Shikshan Sanstha, Khapa** exemplifies the spirit of democratic governance and effective leadership in pursuit of its overarching vision and mission. The institution, situated in Nagpur, is firmly committed to catering to the educational needs of the marginalized and underserved sections of society while adapting to the evolving landscape of higher education, as in the National Education Policy (NEP) 2020.

Alignment with Vision and Mission: The college operates in harmony with the core philosophy of the parent institution, to educate and empower the underprivileged rural youths. This philosophy encompasses a democratic spirit that permeates all facets of the college's activities and practices. The institution's vision and mission underscore its dual objectives: attending to the needs of the most disadvantaged segments of society, such as the downtrodden, impoverished, and marginalized, while remaining agile and adaptable to new challenges in higher education to womens, particularly in the context of NEP 2020.

Effective Leadership and Governance Practices: The institution demonstrates effective leadership through a decentralized decision-making structure that emphasizes autonomy and responsibility. At the commencement of each academic session, the Principal convenes a meeting with the teaching and non-teaching staff to foster a culture of discipline, quality, and transparency, which are seen as key drivers of the institution's holistic growth.

Decentralization: Heads of the Departments are granted significant autonomy to discharge their duties efficiently, aligning with the philosophy of participative management and decentralization. Various working committees are constituted by the Principal, with committee chairs bearing responsibility for organizing activities within their purview. This approach promotes ownership and accountability among staff members.

Participatory Management: A culture of participative management is embedded in the institution's administrative ethos. Administrative and teaching staff collaborate closely to organize academic and extension activities. Statutory committees further support the governance structure, facilitating collaboration and decision-making.

College Development Committee (CDC): In accordance with the Maharashtra Public Universities Act, the College Development Committee (CDC) is constituted, featuring a governing body or management representative as its Chairman. The CDC includes experts and peers from diverse fields, fostering community engagement and participation. Teachers and non-teaching staff are also nominated or elected

to the CDC, ensuring a balanced representation. This democratic approach empowers teachers in institutional decision-making, while the management remains committed to upholding quality, discipline, and transparency.

Student Involvement: Students are encouraged to participate in institutional governance through representation on various bodies and committees. Additionally, the appointment of key academic positions, such as the College Exam Officer, NSS Programme Officer and Extension Activity Cell are carried out in accordance with statutory regulations.

Collective and Participatory Approach: Our college embraces a collective and participatory approach to governance, involving all stakeholders in the policymaking process. Authority is delegated to the Principal, who further delegates it to various levels of functionaries within the college. Key institutional figures, including the IQAC Coordinator, Department Heads, Committee Chairs, administrative staff, and student representatives, collaborate as a team. This collective effort is underpinned by a shared commitment to realizing the institution's vision, mission, and objectives.

This approach is visible not only in its commitment to NEP 2020 but also in its sustained institutional growth, decentralization of responsibilities, active participation in governance, and the formulation of short-term and long-term Institutional Perspective Plans.

6.2 Strategy Development and Deployment

6.2.1

The institutional perspective plan is effectively deployed and functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment, service rules, and procedures, etc

Response:

Our college adheres to a well-structured framework of governance that ensures the effective deployment of its institutional perspective plan while fostering efficient functioning of its various bodies. This approach ensures the alignment of the college's strategic goals with its operational practices, thus creating a conducive environment for continuous growth and improvement.

Leadership and Management Role: The college management plays a pivotal role in providing the necessary human resources, both teaching and non-teaching staff, and assumes responsibility for the overall development of the institution. This responsibility extends to the formulation of general quality guidelines that cultivate a favorable learning environment, emphasizing academic excellence.

Principal's Role and Responsibilities: As the head of the college, the Principal holds ultimate responsibility for the smooth functioning of the institution. The Principal is also Senate member from Principal Category. The Principal is instrumental in guiding faculty members in crafting academic teaching plans, academic calendars, and co-curricular, extra-curricular, and cultural activities at the onset of the academic year. These plans are executed with precision under the Principal's direction. To facilitate effective governance, the Principal assembles various committees comprising faculty members,

students, and non-teaching staff. Moreover, the Principal maintains proactive communication and relationships with stakeholders to foster college development.

Adherence to Affiliation Norms: our college is affiliated with the Rashtrasant Tukadoji Maharaj Nagpur University (RTMNU). The college strictly follows the statutory norms and guidance set by RTMNU, both in academic and administrative domains. The university conducts AAA through its Local Enquiry Committee (LEC), evaluating academic and administrative processes. The positive outcome of the LEC and AAA report leads to the continuation of affiliation for subsequent academic sessions.

Transparent Appointment Procedures: The appointment procedures for teaching and non-teaching staff are meticulously carried out under the guidance of **Rashtra Vikas Shikshan Sanstha, Khapa**. After receiving information about vacant positions from the Principal, the management scrutinizes this information. Following necessary permissions from the affiliating university and the State Government of Maharashtra, advertisements are published in newspapers. The recruitment process adheres strictly to the regulations set by UGC and the Government. The management's reputation for job security, transparency, and supportive work environment ensures the attraction and retention of qualified faculty and staff.

Institutional Perspective Plan: The college develops a comprehensive institutional perspective plan by incorporating suggestions from faculty members, committees, and stakeholders. This plan is finalized with the Principal's guidance, focusing on infrastructure development, resource enhancement for the library and research facilities, introduction of new programs, staff training and development, and student-focused initiatives like competitive examination coaching and skill development programs.

Resource Mobilization: To ensure the effective execution of the perspective plan, the college seeks external funding from agencies such as the UGC. These funding requests are carefully prepared to support the college's improvement initiatives and aligned with the objectives outlined in the perspective plan.

our college governance approach highlights the seamless integration of its institutional perspective plan with its operational framework. The leadership's proactive stance in effective management, adherence to affiliating norms, transparent appointment procedures, and efficient resource mobilization underscores the institution's commitment to quality education and growth.

6.2.2

Institution implements e-governance in its operations

1. Administration
2. Finance and Accounts
3. Student Admission and Support
4. Examination

Response: B. 3 of the above

6.3 Faculty Empowerment Strategies

6.3.1

The institution has performance appraisal system, effective welfare measures for teaching and non-teaching staff and avenues for career development/progression

Response:

Performance Appraisal for Teaching Faculty:

- Faculty performance is evaluated using a Performance-Based Appraisal System (PBAS) in alignment with UGC and university guidelines.
- The appraisal assesses faculty performance across teaching, learning, evaluation, curricular development, extension activities, professional development, and research contributions.

Confidential Reports (CR) for Non-Teaching Staff:

- Non-teaching staff performance is evaluated using Confidential Reports (CR) in accordance with the norms of the Government of Maharashtra.
- The Principal assesses non-teaching staff performance and communicates the findings to the parent institution.
- Management decisions on non-teaching staff promotions are based on these confidential reports.

Welfare Measures for Teaching Staff:

- Motivation and support for faculty pursuing higher education.
- Encouragement to attend workshops, conferences, seminars, short-term courses, and faculty development programs.
- Faculty are encouraged to become members of professional bodies and participate in their activities.
- Support provided to faculty seeking research grants for projects.
- Promotion and use of ICT tools in teaching and learning.
- Promotion of research paper publications in reputed journals and conferences.
- Comprehensive COVID-19 precautions, and vaccination drives.
- Provision of counseling and psychological guidance during the pandemic.
- Health check-up camps organized for staff.

Welfare Measures for Non-Teaching Staff:

- Training programs designed to enhance the skill set of non-teaching staff.
- Encouragement and active involvement in event organization.
- Leaves provided as per University norms, including maternity leave for female faculty and staff.
- Encouragement and support for non-teaching staff to participate in training programs.

General Welfare Facilities and Schemes for Both Faculty and Staff:

- Group insurance schemes for comprehensive coverage.
- Various types of leaves, including casual, earned, medical, and vacation leaves, in accordance with University norms.

- Maternity leave provisions for female faculty and staff.
- Opportunities and encouragement for training programs.
- Skill development programs for non-teaching staff.
- Proactive measures taken during the COVID-19 pandemic, including wellness drives and health check-up camps.
- Counseling and psychological support for staff during challenging situations.

6.3.2

Percentage of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies during the last five years

Response: 48.89

6.3.2.1 Number of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies year wise during the last five years

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 3 | 6 | 5 | 4 | 4 |

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6.3.3

Percentage of teaching and non-teaching staff participating in Faculty development Programmes (FDP), Management Development Programmes (MDPs) professional development /administrative training programs during the last five years

Response: 24.44

6.3.3.1 Total number of teaching and non-teaching staff participating in Faculty development Programmes (FDP), Management Development Programmes (MDPs) professional development /administrative training programs during the last five years

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 3 | 6 | 5 | 4 | 4 |

6.3.3.2 Number of non-teaching staff year wise during the last five years

| | | | | |
|---------|---------|---------|---------|---------|
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| 9 | 9 | 9 | 9 | 9 |

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6.4 Financial Management and Resource Mobilization

6.4.1

Institution has strategies for mobilization and optimal utilization of resources and funds from various sources (government/ nongovernment organizations) and it conducts financial audits regularly (internal and external)

Response:

Our college has established effective mechanisms for resource mobilization and the prudent utilization of funds from diverse sources, including government and non-government organizations. Additionally, the institution conducts regular financial audits, both internally and externally, to ensure transparency and accountability in financial matters.

Resource Mobilization Strategies:

Grant in Aid : All staff salaries are borne by State Government of Maharashtra. Annual increments and appraisals are also provided as per norms.

Scholarships: The institution actively assists students in availing government and non-government, ensuring that eligible students benefit from financial support for higher education.

Fee Collection: Fees are collected from students in accordance with the fee structure prescribed by the affiliating university. Special provisions are made for collecting fees under skill-based short-term courses.

Fundraising Efforts: The college proactively reaches out to individuals and philanthropists, seeking their support for various initiatives. Additionally, the alumni network is engaged to provide financial and non-financial support.

Interest on Fixed Deposits: Interest earned on fixed deposits is judiciously utilized to support various institutional activities and projects.

Resource Utilization Procedure:

1. Planning: The Heads of Departments (HODs) convene faculty meetings to collaboratively finalize the annual budget. This budget includes provisions for co-curricular and extracurricular activities.

2. Budget Formulation: The HODs submit their respective annual budgets to the Principal for approval.

The Principal consolidates these budgets into a single institutional budget, which is then submitted to the Management for final approval.

3. Allocation: The Management allocates funds as per the identified needs and proposed expenses. If there are no discrepancies, the budget is approved, and funds are disbursed, including provisions for unforeseen expenses.

4. Expenses: The sanctioned funds are utilized for various purposes such as laboratory development, book procurement, subscriptions to national and international journals, staff salaries, and maintenance activities. In cases of unplanned activities like seminar attendance or technical competitions, faculty members prepare requests with supporting documents, and in exceptional cases, may present their proposals to the Management for additional funding.

5. Audit: The Accounts Section conducts an audit, ensuring that expenditures align with the sanctioned budget. Both internal and external audits are conducted annually to guarantee proper fund utilization, as per the Management's allocation.

Audit Processes:

Internal Audit: The institution conducts continuous internal financial audits, primarily managed by the accountant. These audits serve as an ongoing assessment of financial records, allowing for the identification and rectification of any discrepancies.

External Audit: A team of external auditors, usually a firm of Chartered Accountants, conducts annual financial audits as per the guidelines of the income tax department. These external audits ensure financial transparency and compliance with regulatory standards.

6.5 Internal Quality Assurance System

6.5.1

Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes. It reviews teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals and records the incremental improvement in various activities

Response:

The IQAC works towards improving and maintaining the quality of education, identifying and suggesting new ways of using teaching aids, developing suitable infrastructure, and offering suggestions for the new self-finance courses. IQAC is an effective and efficient internal coordinating and monitoring mechanism. The IQAC plays a vital role in maintaining and enhancing the quality of the institution and suggests quality enhancement measures to be adopted. The IQAC meets every quarterly to plan, direct, implement and evaluate the teaching, research, and publication activities in the College. The sub-committees dealing with various activities and departments implement the IQAC guidelines and report the feedback.

The IQAC strives to spread quality culture through quality enhancement initiatives and best practices. Significant improvements in quality have been made by institutionalizing the following IQAC initiatives:

Strategic planning of key areas and assigning responsibilities -

1. Academic Results
2. Student Leadership Training
3. Student Soft Skills and Personality Development
4. Placement Assistance & Support
5. Faculty Development Programs/Administrative Development Programs
6. Research and Development Activities
7. Interaction with Industry

Monitoring and mentoring of academic and administrative activities.

Academic inspections are carried out periodically to assess the quality of academics.

The inspections involve:

1. Review of healthy academic practices
2. Mechanisms to identify and reform innovative academic practices
3. Review of departmental facilities
4. Facilitate implementation of innovative methods in the departments
5. Self-development of faculty members
6. Compliance to AQAR and recommendations of previous NAAC Peer Team

6.5.2

Quality assurance initiatives of the institution include:

- 1. Regular meeting of Internal Quality Assurance Cell (IQAC); quality improvement initiatives identified and implemented**
- 2. Academic and Administrative Audit (AAA) and follow-up action taken**
- 3. Collaborative quality initiatives with other institution(s)**
- 4. Participation in NIRF and other recognized rankings**
- 5. Any other quality audit/accreditation recognized by state, national or international agencies such as NAAC, NBA etc.**

Response: B. Any 3 of the above

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

Institution has initiated the Gender Audit and measures for the promotion of gender equity during the last five years.

Describe the gender equity & sensitization in curricular and co-curricular activities, facilities for women on campus etc., within 500 words

Response:

Measures for the Promotion of Gender Equity:

Admission process is carried out with utmost transparency, offering equal opportunity for students. The college constituted the following committees to provide a conducive environment:

- Grievance Redressal Cell
- Anti-Ragging Committee
- Internal Complaint Cell
- Mentor Mentee Scheme
- Career Katta

Various measures have been taken for promotion of gender equity and sensitization.

Curricular : The College offers various courses on gender equity which include topics like, Contemporary Issues of women in India, Women and Society in India, Women Psychology, Human Rights, Population growth and sex ratio, Indian Women Writers, Representation of Gender and Sexuality in Literature, Gender Budget and gender employment measures. Through these topics, the students become morally and socially aware about the importance of gender-neutral society.

Co-curricular : The College promotes gender sensitization through co-curricular activities like workshops, conferences, seminars, guest lectures, street plays, slogan competitions, wallpaper publications, poster exhibitions and counselling etc. Outreach programs for gender equity like Beti Bachao-Beti Padhao Rally and Good Touch- Bad Touch for nearby school girls, Mehndi, Rangoli, Recipe Making, flower Decoration Competitions and Fashion Show.

Facilities for Women on campus

- The College provides safe and secure environment with CCTV surveillance throughout the campus.
- Security staff and Discipline Maintenance Committee enable safety for girl students.
- Identity cards and Uniforms are made compulsory in the college premises.
- Common room facility is available for girls.
- Washrooms are provided with sanitary napkin vending and disposal machine for the safe and hygienic disposal of sanitary napkins.

- College has Counselling centre and mentoring system for students to take care of academic, emotional, social and cognitive development.
- Well-equipped sports facilities, gymnasium and yoga centre are available on campus.
- Emergency Helpline Numbers are displayed.
- Activities conducted for safety and security on campus
- Students' welfare Committee conducts workshops and mock drills on safety during emergency situation on campus in association with Fire and Emergency services, Police and Health Department.
- Awareness programs on Human rights, Rights of women in domestic problems.
- Cyber security awareness programs are conducted.

7.1.2

The Institution has facilities and initiatives for

- 1. Alternate sources of energy and energy conservation measures**
- 2. Management of the various types of degradable and nondegradable waste**
- 3. Water conservation**
- 4. Green campus initiatives**
- 5. Disabled-friendly, barrier free environment**

Response: A. 4 or All of the above

7.1.3

Quality audits on environment and energy regularly undertaken by the Institution. The institutional environment and energy initiatives are confirmed through the following

- 1. Green audit / Environment audit**
- 2. Energy audit**
- 3. Clean and green campus initiatives**
- 4. Beyond the campus environmental promotion activities**

Response: B. Any 3 of the above

7.1.4

Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance

and harmony towards cultural, regional, linguistic, communal socioeconomic and Sensitization of students and employees to the constitutional obligations: values, rights, duties and responsibilities of citizens (Within 500 words)

Response:

The College is committed to fostering an inclusive environment that promotes tolerance, harmony, and awareness of constitutional values, rights, duties, and responsibilities among its diverse student body. The institution takes deliberate steps to uphold the principles of social harmony and constitutional obligations through a range of activities, celebrations, and educational initiatives.

Promoting Communal Harmony and Tolerance:

The institution hosts a diverse student population representing various castes, creeds, and religions. Despite this diversity, college deliberately maintains an atmosphere of communal harmony and tolerance on its campus. Through curricular, co-curricular, and extra-curricular activities, the college actively practices the principle of social harmony and inclusivity.

Festivals and special days of national importance are celebrated on campus, reinforcing the values of unity and diversity.

Constitutional Values and Obligations:

The Indian Constitution upholds core values such as liberty, equality, fraternity, social justice, and secularism for all citizens. College recognizes its duty to instill these values in students through various educational avenues.

The institution undertakes multiple activities aimed at creating awareness of constitutional obligations among students. These activities encompass curricular, co-curricular, and extension programs.

The affiliating university's syllabus and courses are thoughtfully designed to promote communal harmony and tolerance, even in the face of cultural, linguistic, and religious diversity.

Teacher-Student Interactions:

Informal and formal interactions between teachers and students are essential in establishing an atmosphere of harmony and tolerance on campus.

Faculty members play a pivotal role in conveying the message of oneness and national integration to students, reinforcing the importance of these values in daily life.

Inclusive Environment Initiatives: Our College organizes a variety of events and initiatives to instill values that encourage responsible citizenship and promote an inclusive environment:

- **Independence Day and Republic Day** celebrations are observed with patriotic enthusiasm, featuring speeches on national importance, patriotic songs, and dances.
- Pledge-taking activities, in line with government directives, are regularly organized to emphasize national values.
- Integrity Pledge Day is commemorated on Sardar Vallabhbhai Patel's birthday as a symbol of unity.

- The institution conducts Swachh Bharat Campaigns to promote cleanliness awareness in the community, particularly on Gandhi Jayanti.
- Programs on human values and professional ethics are integrated into the curriculum and are regularly organized by the extension activity cell.
- Workshops focusing on awareness about human rights and values are conducted to educate students.
- Road Safety Awareness Programs are conducted during Road Safety Week, including rallies to educate society about the importance of helmet use.
- During local, Vidhan Sabha, and Lok Sabha elections, holidays are granted to students and staff to exercise their right to vote. Awareness about voting is also disseminated in the neighborhood.

7.2 Best Practices

7.2.1

Describe two best practices successfully implemented by the Institution as per NAAC format provided in the Manual

Response:

Best Practice – I

Title of the Practice: Extension Activities for Social Good

Objective of the Practice: To promote extension activities in the neighborhood community for social development. To develop among students a sense of responsibility towards society.

Context: To provide the opportunities to inculcate the qualities among the students to understand social consciousness and problems of community.

The Practice: The college conducts various activities related to environmental protection, cleanliness drive, tree plantation, education awareness, health awareness, personal hygiene, literacy, gender equality, self- defense, women empowerment, etc. Institute has NSS wing to imbibe to motto of "Not me but You".

Evidence of Success: It is observed by performing various activities in the neighborhood society, college has got appreciation by renowned government and non-government agencies in terms of awards, appreciation letters and mementos.

| Years | Number of Extention & Outreach Activities | Impact |
|---------|---|--|
| 2018-19 | | Recieved Awards & Appreciation Letters from - agencies |
| 2019-20 | | |
| 2020-21 | | |
| 2021-22 | | |

2022-23

Best Practice- II:**Title of practice: Mentorship Program : A step towards Holistic Development.**

Objectives of the practice : Realising the expectations of Vision and Missions of the college. To help the mentee to learn the ropes and prepare for career advancement. To help the mentee to develop a sense of competence and clarity of identity. Sharing of suggestions, opinions and problems at personal or professional front.

The context: It was noticed that the students motivation level at the time of admission was generally low. These students not only have misconceptions, but also are unaware of the importance of the career in commerce and arts stream. The students need varied time to come out of their shell to face the demanding world. These students need to be handled individually by setting reasonable goals and working on their confidence and independence. It is also understood that these students should be engaged in challenging activities and also need to provide with courteous negative feedback whenever necessary.

The Mentorship Program was started with a view of sharing the knowledge, advice, and resources from the mentor to mentee. While designing the programme care was taken to understand the present young generation mentality and the all round development for their future career opportunities. This programme was informal neither to, before commencement of the NAAC assessment and accreditations process. It gave an opportunity to straighten and create the process.

The Practice : Mentorship Program always tries to help the mentee to achieve his/her career path by providing guidance, motivation, emotional support and role motivation, stress related issues and role modelling. The program allows discussing openly with the students in order to work on their challenges and highlight the positive side of an individual. During the discussion, inputs are provided by the mentor for the betterment of the mentee. Each year students are allocated with new mentor and a record of mentor mentee meeting is maintained. The students are given valuable suggestions. Unanimously, through feedback the students expressed that being involved in the Mentorship program has made them more confident and inspired them to bring changes in their lives. They also spoke about the difference it made to their academic and personal growth and how empowering it was to be part of something larger than ourselves.

The mentors ensured that the mentee issues are resolved and positive progress is made. The Mentorship program is conducted simultaneously along with the regular academic session for B.A. and B.Com students. The program focuses on personal and professional growth.

Evidence of Success: The Mentorship Program has been restructured from the past two years with required modification. The success of the programme is evident from the following areas of improvement :

- Increase in attendance
- Increased participation
- Enhanced performance in all activities

- Lowered conflicts
- Creates conducive environment
- Built positive attitude and focus.
- Health, Happy and Holistic Minds.
- These observations are based on the statistical data and also the feedback from stakeholders like faculty and parents through various interactions and feedback from students.

7.3 Institutional Distinctiveness

7.3.1

Portray the performance of the Institution in one area distinctive to its priority and thrust within 1000 words

Response:

Our College is committed to providing holistic education that not only imparts knowledge but also nurtures skills, values, and a sense of responsibility among its students. The institution's distinctive performance is highlighted in several priority areas, reflecting its dedication to excellence in education and the development of well-rounded individuals.

Focus on Professionalism and Value-Based Education: Late Dr. Haribhau Admane Arts and Commerce College, Savner stands apart from others by its unwavering commitment to producing professional students through value-based education. This unique approach ensures that students not only excel academically but also develop a strong ethical foundation, enabling them to navigate the complexities of modern life with integrity.

Experiential Learning Opportunities: To broaden students' horizons and expose them to real-world scenarios, Late Dr. Haribhau Admane Arts and Commerce College organizes guest lectures and industrial tours throughout the year. These initiatives provide students with valuable insights into recent developments and innovations in various fields. Additionally, the institution conducts annual cultural and sports events, providing a platform for students to showcase their concealed talents.

A Commitment to Holistic Development: The institution's commitment to holistic development is unwavering. It aims to nurture every aspect of a student's personality, ensuring they are well-rounded individuals capable of excelling in various dimensions of life. Our college distinctive performance lies in its unwavering commitment to providing holistic education that combines futuristic learning skills, value-based teaching, and an environment conducive to personal and professional growth. The institution's focus on professionalism, value-based education, and a strong infrastructure sets it apart, making it a beacon of excellence in the field of education.

Our college continually strives to empower students to become responsible, ethical, and competent individuals who can contribute positively to society and face the challenges of the modern world with confidence and integrity.

5. CONCLUSION

Additional Information :

Late Dr. Haribhau Admane Arts and Commerce College, saoner is a pioneering institution and has evolved over time with the tremendous efforts and leadership of the management, principal, faculty, staff and students. With the aim of developing innovative strategies in legal education, Late Dr. Haribhau Admane Arts and Commerce College, Saoner is committed to providing a world class learning experience. The college is incorporating new techniques to facilitate the students to enhance their professional skills and strengthen their aptitude to face new challenges. The ICT tools and smart classrooms have made the teaching and learning process more dynamic and interactive.

The special lectures series regularly organized by college provide a congenial environment for academic progress. Apart from academic activities, the institution plays a major role in conducting various programmes to create awareness amongst its stakeholders to take up social responsibility.

Concluding Remarks :

As an important step towards fulfilling the mission and vision, IQAC is submitting the Self Study Report to the National Assessment and Accreditation Council (NAAC) towards enhancing the Quality in Academic and Administration of the Institution. The institution has maintained high standards in the process of teaching learning and evaluation. To ensure the efficacy of this process, the college functions in a variety of ways.

The college ensures that the students are admitted in a transparent manner following all statutory regulations. Further, the institution has achieved diversity in enrolment of students in terms of all classes of society and geographical locations. The college aims to provide the students with holistic education with a proper blend of formal, informal and practical training to augment their learning ability. The college provides all the required facilities for sports and recreation to ensure overall development of all students.

This self study report (SSR) is prepared as a first step towards obtaining accreditation from the National Assessment and Accreditation Council (NAAC), covering all the aspects of different criteria based on the inputs, which lays a significant importance in the enhancement of quality in academics and administration of the institution. Late Dr. Haribhau Admane Arts and Commerce College has been consistently involved in developing innovative strategies to meet legal education and its future challenges from a social perspective.

Accreditation by NAAC helps in developing innovative educational programme and boost morality. All our academic endeavours in the previous years, drive us towards to reach the goals and become conscious to achieve college vision and mission.

6.ANNEXURE

1.Metrics Level Deviations

| Metric ID | Sub Questions and Answers before and after DVV Verification | | | | | | | | | | | | | | | | | | | | |
|-----------|---|---------|---------|---------|---------|---------|-----|-----|-----|-----|------|---------|---------|---------|---------|---------|-----|-----|-----|-----|------|
| 1.2.1 | <p>Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)</p> <p>Answer before DVV Verification :</p> <p>Answer After DVV Verification :26</p> <p>Remark : DVV has made the changes as per clarification.</p> | | | | | | | | | | | | | | | | | | | | |
| 1.2.2 | <p><i>Percentage of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years</i></p> <p>1.2.2.1. Number of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>747</td> <td>750</td> <td>813</td> <td>976</td> <td>1044</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>731</td> <td>739</td> <td>807</td> <td>975</td> <td>1043</td> </tr> </tbody> </table> <p>Remark : DVV has made the necessary changes as per clarification.</p> | 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 747 | 750 | 813 | 976 | 1044 | 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 731 | 739 | 807 | 975 | 1043 |
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | | | | | | | | | | | | | | | | | |
| 747 | 750 | 813 | 976 | 1044 | | | | | | | | | | | | | | | | | |
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | | | | | | | | | | | | | | | | | |
| 731 | 739 | 807 | 975 | 1043 | | | | | | | | | | | | | | | | | |
| 1.4.1 | <p><i>Institution obtains feedback on the academic performance and ambience of the institution from various stakeholders, such as Students, Teachers, Employers, Alumni etc. and action taken report on the feedback is made available on institutional website</i></p> <p>Answer before DVV Verification : A. Feedback collected, analysed, action taken& communicated to the relevant bodies and feedback hosted on the institutional website</p> <p>Answer After DVV Verification: C. Feedback collected and analysed</p> <p>Remark : DVV has made changes as per the shared clarification.</p> | | | | | | | | | | | | | | | | | | | | |
| 2.4.2 | <p><i>Percentage of full time teachers with NET/SET/SLET/ Ph. D./D.Sc. / D.Litt./L.L.D. during the last five years (consider only highest degree for count)</i></p> <p>2.4.2.1. Number of full time teachers with NET/SET/SLET/Ph. D./ D.Sc. / D.Litt./L.L.D year wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> | 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | | | | | | | | | | | | | | | |
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | |

| | | | | |
|----|---|---|---|---|
| 11 | 9 | 9 | 9 | 9 |
|----|---|---|---|---|

Answer After DVV Verification :

| | | | | |
|---------|---------|---------|---------|---------|
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| 9 | 9 | 9 | 9 | 9 |

Remark : DVV has verified the data shared by HEI removed teachers who joined in 2023 and made changes accordingly.

3.2.2 *Number of workshops/seminars/conferences including on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship conducted during the last five years*

3.2.2.1. Total number of workshops/seminars/conferences including programs conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship year wise during last five years

Answer before DVV Verification:

| | | | | |
|---------|---------|---------|---------|---------|
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| 10 | 11 | 6 | 7 | 6 |

Answer After DVV Verification :

| | | | | |
|---------|---------|---------|---------|---------|
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| 5 | 6 | 3 | 3 | 3 |

Remark : DVV has made the changes as per clarification.

3.3.1 **Number of research papers published per teacher in the Journals notified on UGC care list during the last five years**

3.3.1.1. Number of research papers in the Journals notified on UGC CARE list year wise during the last five years

Answer before DVV Verification:

| | | | | |
|---------|---------|---------|---------|---------|
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| 16 | 26 | 11 | 9 | 10 |

Answer After DVV Verification :

| | | | | |
|---------|---------|---------|---------|---------|
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| 10 | 20 | 6 | 6 | 5 |

Remark : DVV has verified the data shared by HEI considered paper published in 2022 as 2022-23, 2021 as 21-22 and so on and made changes accordingly.

| 3.3.2 | <p>Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years</p> <p>3.3.2.1. Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year wise during last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 389 1046 524"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>2</td> <td>4</td> <td>4</td> <td>0</td> <td>3</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 602 1046 736"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>2</td> <td>3</td> <td>3</td> <td>1</td> <td>2</td> </tr> </tbody> </table> <p>Remark : DVV has verified the data shared by HEI considered books published in 2022 as 22-23, 2021 as 21-22 and so on after excluding paper published without ISBN number and made changes accordingly.</p> | 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2 | 4 | 4 | 0 | 3 | 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2 | 3 | 3 | 1 | 2 |
|---------|---|---------|---------|---------|---------|---------|----|---|---|---|---|---------|---------|---------|---------|---------|----|---|---|---|---|
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | | | | | | | | | | | | | | | | | |
| 2 | 4 | 4 | 0 | 3 | | | | | | | | | | | | | | | | | |
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | | | | | | | | | | | | | | | | | |
| 2 | 3 | 3 | 1 | 2 | | | | | | | | | | | | | | | | | |
| 3.4.3 | <p>Number of extension and outreach programs conducted by the institution through organized forums including NSS/NCC with involvement of community during the last five years.</p> <p>3.4.3.1. Number of extension and outreach Programs conducted in collaboration with industry, community, and Non- Government Organizations through NSS/ NCC etc., year wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 1214 1046 1348"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>13</td> <td>7</td> <td>6</td> <td>7</td> <td>7</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 1426 1046 1561"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>10</td> <td>4</td> <td>2</td> <td>1</td> <td>1</td> </tr> </tbody> </table> <p>Remark : DVV has made the changes as per clarification.</p> | 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 13 | 7 | 6 | 7 | 7 | 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 10 | 4 | 2 | 1 | 1 |
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | | | | | | | | | | | | | | | | | |
| 13 | 7 | 6 | 7 | 7 | | | | | | | | | | | | | | | | | |
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | | | | | | | | | | | | | | | | | |
| 10 | 4 | 2 | 1 | 1 | | | | | | | | | | | | | | | | | |
| 3.5.1 | <p>Number of functional MoUs/linkages with institutions/ industries in India and abroad for internship, on-the-job training, project work, student / faculty exchange and collaborative research during the last five years.</p> <p>Answer before DVV Verification :</p> <p>Answer After DVV Verification :0</p> <p>Remark : DVV verified the data shared by HEI and not found the proper documents on activities done hence value is downgraded</p> | | | | | | | | | | | | | | | | | | | | |
| 5.1.2 | <p>Following capacity development and skills enhancement activities are organised for improving</p> | | | | | | | | | | | | | | | | | | | | |

students' capability

1. *Soft skills*
2. *Language and communication skills*
3. *Life skills (Yoga, physical fitness, health and hygiene)*
4. *ICT/computing skills*

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: B. 3 of the above

Remark : DVV has made the changes as per shared reports.

5.1.4 ***The institution adopts the following for redressal of student grievances including sexual harassment and ragging cases***

1. **Implementation of guidelines of statutory/regulatory bodies**
2. **Organisation wide awareness and undertakings on policies with zero tolerance**
3. **Mechanisms for submission of online/offline students' grievances**
4. **Timely redressal of the grievances through appropriate committees**

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: D. 1 of the above

Remark : DVV has verified the data shared by HEI and found only 1 is compliant.

5.3.2 **Average number of sports and cultural programs in which students of the Institution participated during last five years (organised by the institution/other institutions)**

5.3.2.1. **Number of sports and cultural programs in which students of the Institution participated year wise during last five years**

Answer before DVV Verification:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 11 | 4 | 1 | 9 | 7 |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 8 | 2 | 1 | 6 | 5 |

Remark : DVV has verified the data shared by HEI removed nearby dates and made changes accordingly.

6.2.2 ***Institution implements e-governance in its operations***

1. **Administration**
2. **Finance and Accounts**
3. **Student Admission and Support**
4. **Examination**

Answer before DVV Verification : A. All of the above
 Answer After DVV Verification: B. 3 of the above
 Remark : DVV has made the changes as per shared reports.

6.3.2 Percentage of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies during the last five years

6.3.2.1. Number of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies year wise during the last five years

Answer before DVV Verification:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 3 | 9 | 9 | 4 | 4 |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 3 | 6 | 5 | 4 | 4 |

Remark : DVV has verified the shared by HEI removed same teacher with multiple financial support for each academic year and made changes accordingly.

6.3.3 Percentage of teaching and non-teaching staff participating in Faculty development Programmes (FDP), Management Development Programmes (MDPs) professional development /administrative training programs during the last five years

6.3.3.1. Total number of teaching and non-teaching staff participating in Faculty development Programmes (FDP), Management Development Programmes (MDPs) professional development /administrative training programs during the last five years

Answer before DVV Verification:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 3 | 10 | 11 | 4 | 4 |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 3 | 6 | 5 | 4 | 4 |

6.3.3.2. Number of non-teaching staff year wise during the last five years

Answer before DVV Verification:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 9 | 9 | 9 | 9 | 9 |

Answer After DVV Verification :

| | | | | |
|---------|---------|---------|---------|---------|
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| 9 | 9 | 9 | 9 | 9 |

Remark : DVV has verified the data shared by HEI removed duplicate name from each academic year and made changes accordingly.

| | |
|-------|--|
| 6.5.2 | <p>Quality assurance initiatives of the institution include:</p> <ol style="list-style-type: none"> 1. Regular meeting of Internal Quality Assurance Cell (IQAC); quality improvement initiatives identified and implemented 2. Academic and Administrative Audit (AAA) and follow-up action taken 3. Collaborative quality initiatives with other institution(s) 4. Participation in NIRF and other recognized rankings 5. Any other quality audit/accreditation recognized by state, national or international agencies such as NAAC, NBA etc. <p>Answer before DVV Verification : A. Any 4 or more of the above Answer After DVV Verification: B. Any 3 of the above Remark : DVV has verified the data shared by HEI and 3 of the above are compliant hence made changes accordingly.</p> |
| 7.1.3 | <p>Quality audits on environment and energy regularly undertaken by the Institution. The institutional environment and energy initiatives are confirmed through the following</p> <ol style="list-style-type: none"> 1. Green audit / Environment audit 2. Energy audit 3. Clean and green campus initiatives 4. Beyond the campus environmental promotion activities <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: B. Any 3 of the above Remark : DVV has verified the data shared by HEI and 3 of the above are compliant hence made changes accordingly.</p> |

2.Extended Profile Deviations

| ID | Extended Questions | | | | | | | | | | | | | | | | | | | | |
|---------|--|---------|---------|---------|---------|---------|-----|-----|-----|-----|------|---------|---------|---------|---------|---------|--|--|--|--|--|
| 1.1 | <p>Number of students year wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <tr> <td>2022-23</td> <td>2021-22</td> <td>2020-21</td> <td>2019-20</td> <td>2018-19</td> </tr> <tr> <td>747</td> <td>750</td> <td>813</td> <td>976</td> <td>1044</td> </tr> </table> <p>Answer After DVV Verification:</p> <table border="1"> <tr> <td>2022-23</td> <td>2021-22</td> <td>2020-21</td> <td>2019-20</td> <td>2018-19</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table> | 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 747 | 750 | 813 | 976 | 1044 | 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | | | | | |
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | | | | | | | | | | | | | | | | | |
| 747 | 750 | 813 | 976 | 1044 | | | | | | | | | | | | | | | | | |
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | |

| | | | | |
|-----|-----|-----|-----|------|
| 731 | 739 | 807 | 975 | 1043 |
|-----|-----|-----|-----|------|

2.1 **Number of teaching staff / full time teachers during the last five years (Without repeat count):**
 Answer before DVV Verification : 11
 Answer after DVV Verification : 9

2.2 **Number of teaching staff / full time teachers year wise during the last five years**

Answer before DVV Verification:

| | | | | |
|---------|---------|---------|---------|---------|
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| 11 | 9 | 9 | 9 | 9 |

Answer After DVV Verification:

| | | | | |
|---------|---------|---------|---------|---------|
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| 9 | 9 | 9 | 9 | 9 |